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ABSTRACT

This curricular framework for the subject area section, Business Education for Grades 9-12, is one of eight Montgomery County (Maryland) Public Schools (MCPS) Programs of Studies. A foreword discusses Curriculum and Instruction, Use of the Program of Studies, Curriculum Change and Modification of the Program of Studies, State and Federal Government in Relation to the Curriculum, Time Allocations and Graduation Requirements, Interagency Programs, and Availability of Instructional Materials. The Goals of Education adopted by the MCPS Board of Education are provided. A Point of View subsection includes reasons for studying the subject, general outcomes sought, ways in which the area of study is pursued, and relationship to other subject areas. The General Information subsection discusses how the subject fulfills the MCPS Goals of Education, how it is organized for instruction, subject area tests required by county or state, federal and state involvement, and information about fulfillment of graduation requirements. Description of Program, the largest subsection, describes the program and supporting courses and identifies instructional objectives for each. For grades 9-12, it is divided into a List of Courses giving a brief view of subject offerings and Description of Courses giving course title, level, length, code, credit value, and prerequisites. A list of pertinent MCPS instructional guides is appended. (YLB)

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ED189473

PROGRAM OF STUDIES

BUSINESS EDUCATION, GRADES 9-12

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Department of Instructional Planning and Development
Montgomery County Public Schools
Rockville, Maryland

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FOREWORD

CURRICULUM AND INSTRUCTION

Curriculum may be defined as the general prescription for what teachers should teach and students should learn. In the Montgomery County Public Schools, the *Program of Studies* embodies this prescription. The *Program of Studies* includes the prescribed elements of programs and courses, including course titles, codes, instructional objectives, content descriptions, prerequisites, time allotments, credit values, and a point of view for instruction in each subject area. Based on the MCPS Goals of Education* these prescribed elements constitute the countywide framework within which schools develop and carry out instructional programs tailored to local needs. The relationship of curriculum to instruction in the MCPS, therefore, is that of the more general to the more specific. The *Program of Studies* provides specifications, sets limits, and indicates directions. It has direct and indirect implications for the selection and organization of content, patterns of learning and teaching, and evaluation of outcomes. However, the fulfillment of these specifications and implications is determined at the individual school level. The MCPS instructional program is, therefore, the interaction of the *Program of Studies* framework with the efforts of the individual schools. An appreciation of this interaction is necessary for an understanding of the place of the *Program of Studies* in the work of the schools.

The framework represented by the *Program of Studies* makes possible a unified countywide instructional system which at the same time permits the flexibility of programming required in a large and diverse county. At points, the *Program of Studies* may prescribe instruction very specifically. This may happen with regard to a socially sensitive topic such as sex education, or it may result from the rigorous requirements of establishing an instructional system in mathematics. But this degree of specification is unusual in the *Program of Studies* inasmuch as its level of prescription is generally represented by the instructional objectives it contains for all programs and courses. Instructional objectives are general statements of what the student should attain and are thus appropriate for all students taking a given program or course. Performance objectives are more specific statements of what the student should attain. Formulated or adopted by teachers in relation to the instructional objectives, performance objectives are used in planning classroom instruction. They are thus specific enough to form the basis of day-to-day work and of evaluation of the student's progress. In this movement from instructional to performance objectives, the teacher finds the guidance and the leeway to plan for students of a wide variety of needs and abilities. An examination of the illustrative performance objectives found in instructional guides and in teachers' lesson plans makes clear how great this range is.

An additional means of differentiating instruction which becomes increasingly important at the upper grade levels is provided by elective courses. The use of electives to provide for students of varying abilities and interests differs considerably from subject to subject. Almost all subjects have courses or course sequences which provide for enriched content and advanced or specialized work. Some provide for accelerated movement; some offer additional courses for advanced or specialized work; and some have differentiated paths among required and/or elective courses. The structure of each subject area and the ways by which it employs electives to provide for diverse student needs is indicated in the Grades 9-12 portion of the program description for each subject.

Information regarding each subject area appearing in the *Program of Studies* is presented, when appropriate, as two sections — one for Grades K-8 and one for Grades 9-12. For those subject areas spanning Grades K-12, both sections must be consulted for a full description of the program.

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*Adopted February 12, 1973 by the Board of Education of Montgomery County, Maryland

Each subject area section, whether K-8 or 9-12, has the following subsections: Point of View, General Information, Description of Program, and Instructional Guides.

The Point of View subsection includes reasons for studying the subject, general outcomes sought, ways in which the area of study is pursued in MCPS, and relationships to other subject areas. It also explains how students of varying abilities and interests in the subject are provided with differentiated performance objectives. An explanation of how study of the subject fulfills one or more of the MCPS Goals of Education* is included either in the Point of View subsection or as General Information. For those subject areas spanning Grades K-12, the Point of View is identical in both the K-8 and 9-12 sections.

The General Information subsection includes an explanation of how study of the subject fulfills the MCPS Goals of Education (unless this explanation has appeared in the Point of View) and how it is organized for instruction. Information is given about subject area tests required by the county or state and about federal and state involvement when it is important or distinctive for the subject area. Information about the fulfillment of graduation requirements, Grades 9-12, is also given in some detail for those subjects in which specific requirements exist. Other information specific to the subject also appears.

The largest portion of each subject area section is the Description of Program. It describes the program and supporting courses, identifies the instructional objectives for each, and includes any other prescribed or pertinent elements. For Grades 9-12, this subsection is divided into a List of Courses and a Description of Courses. The List of Courses gives a brief view of subject offerings at this level and serves as a table of contents to the subsection. The course descriptions, along with the narrative material and instructional objectives for each course, give course title, level, length, code, credit value, and prerequisites (if any).

At the end of each subject area section, there appears a list of pertinent MCPS instructional guides. This subsection is amplified to include existing annotated bibliographies, scope and sequence charts, or other such instructional materials in the subject which may have been prepared by MCPS staff.

USE OF THE PROGRAM OF STUDIES

The *Program of Studies*, as the curricular framework for the MCPS, promotes learning through a convergence of educational efforts. Students, teachers, administrators, parents/guardians, and other members of the community use the *Program of Studies* in a variety of ways to achieve the common goal of effective education.

A curriculum stated in terms of general (instructional) objectives informs the *student* of what the school intends him/her to learn and makes it easier to participate in setting specific performance objectives with teachers. Increase in learning efficiency is more apt to take place when a student knows the goal of learning. The student is also more apt to make a commitment to successful learning when at appropriate times he/she is able to select instructional methods and materials. Finally, the student's sense of achievement is reinforced when progress can be noted in the gaining of objectives.

The *teacher* who is familiar with the *Program of Studies* can be more effective in conferring with parents/guardians as well as being in a stronger position to establish specific teaching objectives, plan lessons, select instructional materials, and assess learning progress and teaching functions.

The *school principal* uses the *Program of Studies* as an administrative guide in its listing of approved courses, titles, and codes. The administrator can also deepen staff and community understanding for the

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total educational program as the *Program of Studies* is employed in teacher conferences, faculty and department meetings, and parent/guardian meetings. School effectiveness can be enhanced as the principal organizes people and resources to help learners gain the stated ends of instruction.

Learning outcomes and other information included in the *Program of Studies* give *parents/guardians and other members of the community* information useful to them. They can better understand the instructional program for their elementary school children and advise secondary school youth in course selections. Knowledge of the *Program of Studies* also enables families and other community members to communicate more effectively with their children, teachers, and school administrators.

CURRICULUM CHANGE AND MODIFICATION OF THE PROGRAM OF STUDIES

The curriculum of any public school system must reflect the continual change of the society of which it is a part. As the MCPS curriculum changes, the *Program of Studies*, which establishes the MCPS curriculum in printed form, must be modified accordingly.

In MCPS, a proposal for a new or revised program or course can originate with any individual or group in the community or school system. The staff of the Department of Instructional Planning and Development encourages, coordinates, and assists the development of such proposals. In general, the staff has responsibility for modification of curriculum as required by state and local law and policy, and for continual assessment of the need for curriculum change. Procedures for effecting changes in curriculum and the *Program of Studies* are specified in MCPS Regulation 345-1, "Development and Approval of Curriculum and Supporting Materials." These procedures first state the involvement of community and school personnel in the initiation, development, review, and tryout of proposed curriculum changes; describe the role of the Council on Instruction as a reviewing and recommending body for the superintendent; and identify the final steps of approval by the superintendent and the Board of Education. The regulation also cites relevant portions of these Board of Education policies and Maryland public school laws upon which its procedures rest.

STATE AND FEDERAL GOVERNMENT IN RELATION TO THE CURRICULUM

The major influence of the Maryland State Department of Education upon local curriculum has traditionally been through the MSDE's specification of the requirements for graduation from high school. (These graduation requirements and other provisions for earning credit are summarized on page vii.) Two newer and equally important MSDE influences stem from a state educational accountability law* and the currently evolving Project Basic.**

The Maryland Educational Accountability Act imposes several requirements in its implementation of statewide accountability. These include the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at three levels — state, school system, and individual school. The goals and objectives at the system level must conform with those established at the state level, and those established by individual schools must conform with those of the local system and the state.

Also required by the Act is a school-by-school survey of the current status of student achievement in relation to established objectives, the development of programs by each school for meeting its own needs, and the establishment of evaluation procedures for determining the effectiveness of these programs. Regular reevaluation of programs, goals, and objectives is also a stipulation of the Act.

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*Article 77, Section 28a, of the *Annotated Code of the Laws of Maryland* was passed during the 1972 session of the Maryland General Assembly. The law has come to be called the "Educational Accountability Act."

**See "The Comprehensive Plan Maryland Competency-Based Prerequisites for Graduation," a publication of the Project Basic Office of the Maryland State Department of Education, 1978.

The state plan for implementation of the Accountability Act* specified that, effective the spring of 1974, the Iowa Test of Basic Skills and the Cognitive Abilities Test would be given to all pupils in Grades 3, 5, and 7. Use of these tests has given rise to concerns about the limitations of nationally norm-referenced tests and the small part of the MCPS curriculum that is measured by the ITBS. As a result, the Maryland State Board of Education has adopted a new schedule of assessment which includes the use of the Maryland Functional Reading Test and the Maryland Functional Mathematics Test in the secondary grades. These two tests, developed at the state level, are criterion-referenced tests. This means that they test specific skills or information without regard to how well similar student populations do on a given test item. Students who pass these tests in the ninth grade will not be tested again in connection with this program. Those who fail either test will receive appropriate instruction and retesting.

Through its Project Basic, the Maryland State Board of Education is reaffirming its responsibility for establishing statewide educational standards and stating its commitment to the development of behaviors basic to effective adulthood.** The state board specified five areas of human activity in which students should develop skills and attitudes for life-functioning. The five areas and their definitions as stated in the paper are:

A. Basic Skills — All people must be able to read, write, and calculate.

B. Survival Skills — Schooling should equip all public school youth with these kinds of fundamental skills: consumer, parenting, interpersonal relations, mechanical, and personal finance.

C. World of Work — Schooling should lead to securing employment upon graduation or post-secondary education. All public school youth should be made aware of the options and opportunities of the world of work without racial or sexual bias.

D. World of Leisure — Schooling should help the student become involved in creative and healthful lifetime activities.

E. Citizenship — Citizenship should include becoming involved in the electoral process, participating in local civic affairs, and understanding the system of justice.

To implement this action of the Maryland State Board of Education, State Superintendent of Schools David Hornbeck established the Project Basic Office. Its staff is currently involved in identifying the basic competencies in the five areas. It is also to design and develop instructional activities for the five areas of human activity, develop assessment measures to certify student acquisition of the specified competencies, and coordinate the statewide implementation of minimal competencies as a prerequisite to graduation. The project is to be fully implemented by 1982.

The impact upon the MCPS curriculum of the educational accountability and the competencies programs is as yet difficult to calculate. In one sense, the impact may not be great because the objectives of the accountability program (and, it is anticipated, the competencies of Project Basic) are to a large extent already included in the MCPS curriculum. References to the impact of the educational accountability law on specific portions of curriculum are included in the *Program of Studies* within the Information sections of the descriptions for Reading, English Language Arts, and Mathematics. On the other hand, these two state programs may have a significant impact on curriculum emphasis and

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*See the "Maryland Handbook on the Accountability Assessment Program, Maryland State Department of Education, Adapted to MCPS Test Administration Procedures," issued by the MCPS Department of Pupil and Program Appraisal, February 1, 1974.

**See *The Mission of Schooling*, Maryland State Board of Education, January 1977.

balance. They could affect time allotments within and among subjects and courses and thus affect even the definition of the subjects and courses themselves. How these statewide programs are developed and how MCPS students perform on the required evaluations will determine the impact of these programs upon curriculum. They are certain to have impact upon instruction and probably even more impact on evaluation procedures.

Federal and other state involvement in curriculum is mentioned in the descriptions of those subject areas where it is found, e.g., health education and some of the vocational education subjects.

TIME ALLOCATIONS AND GRADUATION REQUIREMENTS

In the following chart, time allocations are shown for subjects Kindergarten through Grade 8. The allocations are given in minutes per week, and school administrators are expected to use them in establishing program balance.

Subject	K	Grades 1-2	Grades 3-6	Grades 7-8
English Language Arts/Reading	200	700	475	225
Mathematics	75	200	225	225
Music	100	100	100	75
Physical Education	125	150	150	225
Science	75	125	225	225
Social Studies	75	125	225	225
Home Economics and Industrial Education	—	—	—	75
Electives				225
Total	750	1500	1500	1575

The MCPS Policy on the Middle School directs the school system to provide "a curriculum based on the developmental needs of pre- and early adolescents which places primary emphasis on acquisition of basic skills but also provides a wide range of exploratory and enrichment experiences."* Middle schools are organized into interdisciplinary teaching teams which provide opportunities for flexible student grouping and scheduling. Therefore, daily, weekly, and master schedules in middle schools will not be characterized by fixed time intervals for each subject area.

New standards for high school graduation were enacted by the Maryland State Board of Education on November 27, 1974, and became effective for students entering ninth grade in the fall of 1975. These standards thus become effective for all students in Grades 9-12 in the school year 1978-79. The standards define a unit of credit; specify credit requirements for graduation; and list several provisions for earning credit and several alternatives to four-year enrollment. MCPS Regulation 310-3, "High School Graduation Requirements," includes these state graduation requirements, the policy of the Montgomery County Board of Education with regard to them, and guidelines for their implementation.

*The MCPS Policy on the Middle School, adopted December 13, 1977

With exceptions specified under "Alternatives to Four-Year Enrollment," the MCPS student must, beyond the eighth grade, complete four years of approved study and earn a minimum of 20 credits. Twelve and one-half of these credits must be in the areas specified below. The additional seven and one-half elective minimum units may be chosen from offerings in any curricular area.

English Language Arts	4 credits
Social Studies	3 credits (One must be United States History; and one must deal with contemporary issues including local, state, and national governments.)
Science	2 credits
Mathematics	2 credits
Physical Education	One-half credit, required in Grade 9, and one-half credit sometime during Grades 10-12
Physical Activity*	Two semesters of physical activity sometime during Grades 10-12 (One-half credit of elective physical education fulfills the requirement of two semesters of physical activity.)
Health Education	One-half credit, required in Grade 9

The several provisions listed by the state for earning credit in addition to regular school day and school year programs are summer school, evening school, correspondence courses, tutoring, examination, and work study programs or experience outside the school. On pages 10 and 11 of MCPS Regulation 310-3, the Montgomery County Board of Education guidelines for each of these provisions are shown. The provision on credit by examination is being implemented as examinations appropriate to MCPS courses can be developed. During the 1977-78 school year, such examinations were given for Algebra 2; Trigonometry; and English, Grade 12.

The alternatives to four-year enrollment are an accelerated twenty-credit program; an early college admission program; early admission to approved vocational, technical, or other post-secondary school; and a job entry training program. To receive a high school diploma through any one of these alternatives, the MCPS student must receive approval for waiver of the four-year enrollment requirement. MCPS Regulation 310-3 includes the steps for requesting and receiving approval of the waiver. In addition to reading the regulation, which is available in all school offices and in school instructional materials centers, students and parents/guardians should consult local school counselors with regard to any of these provisions or those concerning earning credit outside the regular school day and year.

INTERAGENCY PROGRAMS

As has been stated, the *Program of Studies* prescribes the curriculum for all MCPS students by allowing for much differentiation of instruction. Instructional alternatives are created by varying content, assessment criteria, pace, and the pattern of courses the student takes. Beyond this differentiation, special instruction and other services are provided for handicapped students. In order to provide programs for all handicapped students, MCPS coordinates services with local and state agencies and other resources.

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*See pages 3-4 of the Physical Education Grades 9-12 section of the *Program of Studies*.

For those students who are most severely handicapped, including those who are placed outside of MCPS schools, the MCPS curriculum is adapted as required to meet the limitations of the students. Information about programs for these students is available from the Placement Unit of the Department of Interagency Programs, MCPS Office of Continuum Education.

AVAILABILITY OF INSTRUCTIONAL MATERIALS

The instructional guides listed at the end of each subject area section of the *Program of Studies* are on file in school Instructional Media Centers and in the Professional Library (formerly the Educational Materials Laboratory) at the Educational Services Center. They may be ordered from the Division of Supply Management, Department of School Services, MCPS Office of Supportive Services, which maintains a list of the guides stocked in its warehouse.

Occasionally, there will be a need in a subject area for publication of some supplemental instructional material such as a scope and sequence chart or a bibliography. If such exist, they are also listed at the end of the subject area section.

The Department of Instructional Resources, MCPS Office of Program Development, maintains files of approved textbooks and text materials and of approved films. A list of approved textbooks and text materials is published annually. Questions regarding this list should be addressed to the Division of Instructional Materials, Evaluation and Selection. A list of approved films is published periodically, and questions regarding it should be addressed to the Film Library of the Division of Instructional Materials, MCPS Department of Instructional Resources.

The Goals of Education

Adopted by the Board of Education — February 12, 1973

The goals of education for the Montgomery County Public Schools are set forth in this statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. This statement outlines those goals considered by the citizens of the county as most important for the education of their children in public schools and for which the citizens will hold the school system responsible and accountable.

The school system has the primary responsibility for some of these goals. For others, it shares that responsibility with the home and other community institutions.

The extent to which these goals can be realized will depend upon the endorsement by and continuing commitment of the school system staff, students, parents, and the community. With broad endorsement and wide support, the Montgomery County Public Schools will continue its development to serve its students and community in the most effective way possible.

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that will lead to sound and useful conclusions.

The probability of success motivates students to learn. Each school must create a program and maintain a climate in which every student has opportunities for success. Each individual is unique, and the school shall encourage that uniqueness. The school should help the student understand his [/her] values and the values of others.

The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop the capacity to learn throughout his [/her] lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his [/her] actions.

Therefore, the Montgomery County Public Schools dedicates itself to provide the opportunity, encouragement, and guidance to make it possible for every child to attain the following goals of education:

ACADEMIC SKILLS

The fundamental responsibility of the school is to develop programs that enable each child to acquire those skills basic to all learning. The achievement of all other goals depends upon the success of the school in ensuring that each student, according to his [/her] own abilities, attain the following basic skills:

- **Reading:** The ability to read and comprehend written material and relate it to other knowledge
- **Composition:** The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade
- **Listening and Speaking:** The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously
- **Mathematics:** The ability to perform computations, to solve common problems of mathematics and logic, and to understand the structure of mathematics so it can be a useful tool in daily living
- **Study:** The development of basic study skills so that he [/she] may acquire knowledge efficiently
- **The Arts:** The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his [/her] life for communication, expression, and enjoyment
- **Observation:** The ability to identify and differentiate elements of the world around him [/her] as they are useful in personal, academic, and artistic pursuits

PHYSICAL DEVELOPMENT

Each person matures physically at a different rate and possesses differing capabilities. The school has the obligation to help each student:

- understand the biological functioning of his [/her] body
- make the best both of physical talents and limitations
- develop good health habits, skills, and interests to maintain his [/her] body in optimum condition throughout his [/her] lifetime

INTELLECTUAL DEVELOPMENT

In addition to acquiring academic skills, each individual should develop his [/her] intellectual capabilities to the fullest extent possible. Therefore, the school will encourage each pupil:

- to think creatively
- to reason logically
- to apply knowledge usefully
- to deal with abstract concepts
- to solve problems

THE INDIVIDUAL AND SOCIETY

Every person must learn to live in a society. The school must help each student develop an understanding of [people] and of how the individual depends upon others and they on him [/her]. This requires that each student gain:

- knowledge of himself [/herself] and the characteristics, needs, and desires he [/she] shares with others
- sensitivity to others and their ideas, and the ability to act responsibly in various situations
- the ability to function productively as a member of a group
- familiarity with the legal, moral, ethical, and cultural heritages of his [/her] and other societies
- knowledge of the various political systems and philosophies of the world

SCIENTIFIC UNDERSTANDING

[We] must exist in the natural world. The school must help each student understand nature's impact on [us] and [our] impact on nature. This requires that each student gain:

- knowledge of natural phenomena and their effect on [people]
- understanding of scientific advances and their part in modern technology
- understanding of the scientific method
- appreciation of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

AESTHETIC EXPRESSION

[We], to realize [our] full potential, must be able to sense and appreciate beauty in the world around [us], whether created by nature or by [people]. The school must help each student gain:

- knowledge of the nature of the creative performing arts
- experience with a wide variety of art forms
- a perspective for developing his [/her] own aesthetic criteria and tastes
- understanding of the contribution of the arts to human communication

CAREER DEVELOPMENT

Productive and satisfying work enriches [our lives]; and with increasing leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

COMMITMENTS

The Board of Education and the staff of the Montgomery County Public Schools must create and maintain an educational environment that promotes the attainment of these goals by all students. Toward this end, therefore, the public schools make the following commitments to the citizens of Montgomery County:

- *To attract and retain the most qualified and best trained staff possible through dynamic programs of recruitment, supervision, and continuing in-service training and staff development opportunities*
- *To develop and implement a comprehensive and flexible instructional program to achieve the aforementioned goals and to provide the facilities, materials, and equipment needed to enhance the effectiveness of the program*
- *To evaluate the effectiveness of the instructional program continuously, and regularly report the findings to students, parents, staff, and the community*
- *To adopt new and different approaches when it is determined that they will contribute more effectively to the fulfillment of the goals*
- *To encourage a continuing dialogue with the entire community, making every effort to communicate needs and achievements, and to be responsive to the needs and aspirations of the school community*
- *To utilize facilities and staff, in cooperation with other agencies, in the development of preschool, community school, and adult education programs that will meet the continuing educational needs of all citizens*
- *To provide an accountability procedure for informing county citizens of the objectives and costs of their school system and of reporting periodically on the educational investments made with their tax dollars*

BUSINESS EDUCATION, GRADES 9-12

POINT OF VIEW

The primary purpose of Business Education is to prepare students for entrance into business careers and to enable them to render competent service in their vocations so that they may advance to higher levels of employment. However, a comprehensive program is offered with provisions to accommodate a total range of student needs from specialized occupational skills necessary for employment upon graduation to personal-use skills. To this end, Business Education gives training in services performed by typists, stenographers, accountants, clerical workers, salespeople, and the wide variety of workers engaged in word processing and data processing, as well as providing a background of business understanding which develops competencies in personal-use skills. Provisions are made in instructional guides to permit the teacher to expand and/or modify performance objectives, assessment measures, and resources to accommodate the varying needs of students and assist the learner to achieve success commensurate with ability.

The function of the Business Education program is to help students to:

Develop skills that will be both useful and marketable to them when they begin to work in the business world

Establish a foundation for further education related to the opportunities that stimulate their ambitions beyond the secondary school level

Participate intelligently as consumers

Develop social and economic understandings that use human and material resources in the best interests of the individual and community

Develop proper attitudes, habits, and ideals that will promote wholesome and successful relationships in business and everyday life

Develop sufficient competence in business subjects so that the knowledge and skills acquired may be applied effectively for personal and or part-time vocational use

GENERAL INFORMATION

The objectives of the Business Education program are compatible with the philosophy and commitment of the Montgomery County Public Schools Goals of Education* and are specifically aligned with that goal which deals with the Career Development area. The goal states that school must help each student gain:

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

Courses are offered in both vocational and general business education to all students. Vocational business education subjects are those that equip the student with marketable skills necessary for

*Adopted February 12, 1973 by the Board of Education of Montgomery County, Maryland

employment in business. Examples are typewriting, shorthand, accounting, office practice, and data processing. General business education subjects are those that provide a fundamental understanding of business and develop competencies helpful in planning and managing personal and business affairs. Examples are general business, personal typewriting, consumer economics, notehand, alphabetic shorthand, business law, and business economics.

While all business education courses are electives, the student can earn a maximum of one of the three social studies credits required for graduation through the successful completion of either Business Economics, Consumer Economics, or Business Law. Business Mathematics may be counted toward the mathematics requirements for graduation.

BUSINESS EDUCATION PROGRAM PATTERNS

The Business Education program is organized into several sequential patterns in terms of the career objectives of the student. In order to provide the degree of specialization desirable in the field of such widely diversified objectives as that of business education, several sequences are offered, each designed to provide a degree of flexibility in course selection and sequence.

It should be noted that the program patterns include primarily the *vocational* business education subjects — those that contribute directly to equipping the student with marketable employment skills. However, this does not deemphasize the importance of the *general* business education subjects. Students are encouraged to elect as many of these courses as they can, in order to become more competent in handling personal and business affairs.

The extent to which a school can provide these program patterns depends upon such factors as size and diversity of school population; the nature of the community being served; the types of employment opportunities available; and the adequacy of space and facilities. Although not all patterns may fit all school situations specifically, special consideration should be given both to the depth and breadth of offerings and to requirements which are designed to provide a high degree of competence necessary for success in the business world. Exploring Business Careers is offered to ninth grade students to inform them of the wide range of career opportunities in business. Students are given opportunities to explore the various occupational areas and to see whether their interests and aptitudes fit any of these areas. If students decide to specialize, it is possible to do so in Grades 10, 11, and 12.

The *Typewriting* program is designed to enable students to develop skills in typewriting and to be able to apply these skills effectively in business.

Typewriting I-A and I-B*
Typewriting II-A and II-B*
Office Practice**
Intermediate Typewriting A and B**
Advanced Typewriting A and B**

The *General Clerical* program is designed to prepare students for a wide variety of office positions, most of which are more general than specialized. This program has been developed to meet the needs of a field which employs the greatest percentages of all office workers.

Typewriting I-A and I-B*
Typewriting II-A and II-B*
Business Machines (or)
Recordkeeping A and B*
Business Mathematics A and B (or)
Office Practice**

*Basic courses
**Recommended options

The *Stenography* program provides for a sequence of related subjects designed to prepare students as stenographers and secretaries. Provision is made for thorough training in the fundamentals of shorthand, typewriting, and office practice. Students are encouraged to select this pattern on the basis of such criteria as aptitudes, interest, and ability.

Typewriting I A and I B*
Typewriting II-A and II-B*
Shorthand I A and I B*
Shorthand II-A and II-B*
Office Practice*
Advanced Typwriting A and B**
Transcription A and B**

The *Accounting* program is designed for those students who have particular career interest in these fields. In this sequence, newer accounting techniques and the impact of automated data processing equipment are stressed. Emphasis is also given to the preparation and interpretation of financial records and reports.

Typewriting I-A and I-B*
Business Mathematics A and B*
Accounting I-A and I-B*
Accounting II-A and II-B*
Business Machines*
Business Law A and B*

The *Data Processing* program includes preparation in data entry; computer operations; and, in its advanced phases, some languages and programming.

Introduction to Data Processing*
Data Processing I-A, I-B, and I-C*
Accounting I-A and I-B*
Data Processing II-A, II-B, and II-C*

The *Merchandising* program provides training for students who are interested in sales and marketing as a career. However, students in schools which have the Distributive Education program should enroll in that program rather than in the Merchandising program.

Fundamentals of Selling*
Typewriting I-A and I-B*
Recordkeeping A and B*
General Merchandising*
Business Law A and B**
Business Economics**

The *Business Management* program is provided for students who may be thinking of a career related to management after high school or for those who plan to study business management in college.

Business Management*
Business Law A and B*
Accounting Fundamentals*
Business Mathematics A and B*
Business Economics**

The *Basic Business* program is for students who are unable to achieve in the regular business education program. The general purposes are to provide continuing instruction in the fundamentals, to give additional instruction time, and to prepare students for the routine jobs found in or related to business.

Typewriting I-A and I-B*
Basic Business Skills A and B*
Business Mathematics A and B*
Recordkeeping A and B*
Typewriting II-A and II-B*
Advanced Typewriting A and B*
Business Machines**

*Basic courses
**Recommended options

The *Cooperative Office Education* program combines comprehensive preparation in secretarial skills; courses in related business subjects; and on-the-job training in business offices. It is open to those students in Grade 12 who have pursued a business education program in Grades 10 and 11. The program is designed to meet the needs of those students who plan to go directly to work in an office upon graduation from high school. See course description and course code listing under Cooperative Vocational Education.

DESCRIPTION OF PROGRAM

List of Courses, Grades 9-12

Exploring Business Careers A and B
Typewriting I-A and I-B
Intermediate Typewriting A and B
Typewriting II-A and II-B
Advanced Typewriting A and B
Office Practice
Business Machines
Alphabetic Shorthand
Notehand
Machine Shorthand I-A and I-B
Machine Shorthand II-A and II-B
Transcription A and B
Recordkeeping A and B
Accounting Fundamentals
Accounting I-A and I-B
Accounting II-A and II-B
Introduction to Data Processing
Data Processing I-A, I-B, and I-C
Data Processing II-A, II-B, and II-C
Data Processing III-A and III-B
Business Law A and B
Business Management
Fundamentals of Selling
General Merchandising
Business Economics
Consumer Economics A and B
Basic Business Skills A and B
Business Mathematics A and B
General Business A and B

Description of Courses

Exploring Business Careers — Grade 9, 10
4054 — 1 year — 1 credit

Exploring Business Careers A — Grade 9, 10
4055 — 1 semester — ½ credit

Exploring Business Careers A will provide students with an opportunity to explore the following selected areas of business careers: typewriting, merchandising, general clerical, business law, and stenography. Through this exploration, students will become aware of the skills, abilities, and attitudes needed by business workers to perform effectively within these occupations. Emphasis is placed on entrance level and advancement qualifications for these careers. This exploration provides the student with insight into his/her interests and capabilities in selecting business courses in Grades 10, 11, and 12.

Upon completion of Exploring Business Careers A, the student should be able to:

- identify many of the jobs related to the areas included in business careers
- discover his/her interest and aptitude for jobs in the various areas of specialization
- determine through exploration whether to continue in business education at the high school level
- demonstrate correct basic typewriting techniques

Although Exploring Business Careers A is not a prerequisite, students are encouraged to complete Exploring Business Careers A before taking Exploring Business Careers B. Application of typing skills learned during Exploring Business Careers A will be expanded in Exploring Business Careers B.

Suggested Division of Career Areas

Exploring Business Careers

EBC A	Days	EBC B	Days
Typewriting	45	Typewriting	45
General Clerical	15	Accounting	15
Merchandising	15	Data Processing	15
Stenography	15	Business Management	5
Business Law	5	Employment Practices and Procedures	10
	95		90

Exploring Business Careers B - Grades 9, 10
4056 1 semester ½ credit

Exploring Business Careers B continues to explore business careers in the areas of accounting, data processing, business management, and employment practices and procedures as in Exploring Business Careers A. Typewriting techniques are further developed through the completion of simple problems.

Upon completion of Exploring Business Careers B, the student should be able to:

- identify many of the jobs related to the areas included in business careers
- discover his/her interest and aptitude for jobs in the various areas of specialization
- determine through exploration whether to continue in business education at the high school level
- apply correct typewriting techniques in the completion of simple typewritten materials
- identify acceptable practices and procedures for securing employment

Typewriting I — Grades 10, 11, 12
4060 1 year 1 credit

Typewriting I-A — Grades 10, 11, 12
4061 1 semester ½ credit

Typewriting I-A is an introductory course designed to help students develop basic skills in typewriting and obtain an acceptable performance level in completing typewritten material. Emphasis is placed on the development of good typewriting techniques, speed, and accuracy. Applications for both business and personal use are included in the course. The content includes career exploration; learning the keyboard by the touch method; typing personal and business letters; arranging and typing outlines; typing manuscripts; and making carbon copies.

Upon completion of Typing I-A, the student should be able to:

- identify career paths related to typewriting
- demonstrate correct basic typewriting skills

- demonstrate efficiency in solving elementary typewritten problems
- apply correct typewriting techniques in completing typewritten materials
- demonstrate the ability to meet the speed and accuracy performance standards in the MCPS Typewriting Course of Study

Typewriting I-B — Grades 10, 11, 12
Prerequisite: Attainment of the objectives of Typewriting I-A or Exploring Business Careers A and B
4062 1 semester ½ credit

Typewriting I-B is a continuation of the development of typewriting techniques with emphasis on increased speed and a higher level of accuracy. Implications for career opportunities will be identified. Production emphasis will be in the areas of business and personal letters, tabulations, manuscripts and reports, multiple copies, and business and personal forms. These activities will be on a more advanced level than those completed in the prerequisite.

Upon completion of Typewriting I-B, the student should be able to:

- identify skills and abilities necessary to secure employment
- demonstrate improved basic typewriting skills
- apply correct typewriting techniques in the production of typewritten materials
- demonstrate the ability to meet the speed and accuracy performance standards in the MCPS Typewriting Course of Study

Intermediate Typewriting — Grades 10, 11, 12
Prerequisite: Attainment of the objectives of Exploring Business Careers A and B or Typwriting I-A
4002 1 year 1 credit

Intermediate Typewriting A — Grades 10, 11, 12
4063 1 semester ½ credit

Intermediate Typewriting A includes skill development emphasizing vocational aspects of preparing business letters and forms, reports, and multiple copies. Remedial instruction and individualized assignments will be made to meet the needs of the students. Employment typewriting requirements will be explored and discussed. Intermediate Typewriting A is for students who wish to take additional typewriting after Typewriting I-B but who prefer not to take Typewriting II-A. Students who have attained the objectives of Typewriting I-A may take this course; however, it would be logical that they continue with the progressive instruction in Typewriting I-B.

Upon completion of Intermediate Typewriting A, the student should be able to:

- demonstrate improved basic typewriting techniques
- demonstrate applications of related learnings in the typewriting process
- demonstrate an improved performance level in the production of typewritten materials
- identify typewriting skills necessary to secure employment
- demonstrate an improvement in typewriting speed and accuracy

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*Intermediate Typewriting is not a required part of the sequence of Typewriting I-A, Typewriting I-B, Typewriting II-A, Typewriting II-B, and Advanced Typewriting A & B. Rather, it is designed to meet the needs of those students who have achieved:

1. The objectives of Exploring Business Careers and wish to take another course in typewriting
2. The objectives of Typewriting I-A
3. The objectives of Typewriting I-B at a minimum level

Intermediate Typewriting B — Grades 10, 11, 12
Prerequisite: Attainment of the objectives of Intermediate Typewriting A
4064 1 semester ½ credit

Intermediate Typewriting B emphasizes skill development in typing vocational materials. The content will include typewriting activities in general office typewriting, activity packages, practice sets, application forms, and employment tests. Remedial instruction will be given to improve accuracy and speed to meet employment standards. Individualized instruction will be given to meet the interests and needs of the students.

Upon completion of Intermediate Typewriting B, the student should be able to:

. demonstrate improved typewriting techniques
. demonstrate applications of related learnings in vocational typewriting
. demonstrate an improved performance level in the production of typewritten materials
. demonstrate typewriting skills necessary to secure employment
. demonstrate an improvement in typewriting speed and accuracy

Typewriting II — Grades 11, 12
Prerequisite: Attainment of the objectives of Typewriting I-B or Intermediate Typewriting B
4003 1 year 1 credit

Typewriting II-A — Grades 11, 12

4065 1 semester ½ credit

Typewriting II-A is planned to help students further develop typewriting skills and apply those skills with a high degree of vocational competency. The content includes advanced training in material previously covered in Typewriting I-A and I-B; building competence in the typing of letters, tables, and reports; using special-size stationery; typing letters with special features; and typing of special business communications.

Upon completion of Typewriting II-A, the student should be able to:

. demonstrate improved typewriting techniques
. effectively apply related learnings to the typewriting process
. build competence in typing business exercises
. increase ability to follow directions and use materials
. increase typing production ability
. adapt typewriting skills to changing job demands and applications
. demonstrate the ability to meet speed and accuracy performance standards in the MCPS Typwriting Course of Study

Typewriting II-B — Grades 11, 12
Prerequisite: Attainment of the objectives of Typewriting II-A
4066 1 semester ½ credit

Typewriting II-B is planned to help students further develop typewriting skills and apply those skills with a high degree of vocational competency. Special emphasis is placed on preparing students to qualify for Civil Service positions. The content includes further competency in typing material previously covered in Typewriting II-A with additional emphasis on communication and production

skills. The preparation of business forms; simulated office typing, including insurance, technical, legal, and medical typing; and employment tests, application forms, letters of application, and resumes may be included in this content.

Upon completion of Typewriting II-B, the student should be able to:

- demonstrate mastery of typewriting techniques
- effectively apply communication skills to the typewriting process
- demonstrate a satisfactory performance level in production skills
- meet the typing standards necessary for employment
- demonstrate the ability to meet speed and accuracy performance standards in the MCPS Typewriting Course of Study

Advanced Typewriting A — Grade 12
Prerequisite: Typewriting II-B
4067 1 semester ½ credit

In Advanced Typewriting A, the student develops a high degree of typewriting skill through the use of statistical reports, timed productions, and office simulations. Intensive drills to reinforce speed and accuracy will be used. Careers open to those with specialized and advanced typewriting skills are covered.

Upon completion of Advanced Typewriting A, the student should be able to:

- demonstrate mastery of typewriting techniques
- demonstrate proficient use in applying related learning skills in typewriting
- demonstrate an improved performance level in the production of typewritten material
- demonstrate the ability to meet required speed and accuracy standards for employment

Advanced Typewriting B — Grade 12
Prerequisite: Advanced Typewriting A
4068 1 semester ½ credit

Advanced Typewriting B provides the student with an opportunity to gain an improved and specialized typewriting skill. Emphasis is placed on increasing speed and accuracy in timed writings and production problems to meet requirements for specialized typing positions. Students will become proficient in the use of specialized typewriters. Information pertaining to high-speed typewriting and word-processing equipment will be integrated throughout the course.

Upon completion of Advanced Typewriting B, the student should be able to:

- demonstrate mastery of typewriting techniques
- demonstrate a high degree of speed and accuracy in the production of typewritten material
- demonstrate typewriting proficiency on specialized typewriters
- meet employment standards for positions requiring specialized typewriting skills

Office Practice — Grades 11, 12
Prerequisite: Attainment of the objectives of Typewriting I-B or current enrollment in Typewriting I-B
4071 1 year 1 credit

This course provides opportunities to integrate office skills and knowledge in practical simulated situations. Training is on commonly used office machines, mailing procedures, correct telephone

techniques, filing, job-seeking procedures, skills in human relations, and word processing. Emphasis is placed on developing traits that characterize a competent office worker.

Upon completion of Office Practice, the student should be able to:

. recognize correct office techniques and procedures
. reflect efficiency on the job, good human relations skills, and businesslike appearance
. demonstrate the ability to prepare multiple copies
. demonstrate correct telephone techniques
. demonstrate the ability to file and retrieve materials systematically
. demonstrate the ability to operate office machines such as adders, calculators, transcribers, and specialized typewriters
. recognize the correct machine to use for each of a variety of office tasks
. demonstrate a knowledge of word-processing concepts and equipment
. demonstrate proper job-seeking procedures

Business Machines* — Grades 11, 12
4075 1 semester ½ credit

The course in Business Machines provides an opportunity for students to learn how to operate the machines common to most business offices and to apply their use to practical business problems. The machines include adders, calculators, duplicators, copying machines, voice transcribers, and specialized typewriters.

Upon completion of Business Machines, the student should be able to:

. demonstrate the ability to prepare multiple copies
. demonstrate the ability to operate adding and calculating machines
. demonstrate the ability to operate specialized typewriters*
. demonstrate the ability to use voice transcribers
. recognize the correct machine to use for each of a variety of office tasks

Alphabetic Shorthand — Grades 10, 11, 12
4081 1 semester ½ credit

Alphabetic Shorthand is designed for students who want to learn how to take effective and meaningful notes from listening, reading, and observing. Based on the alphabet, the system enables the learner to increase writing speed through reducing the amount of longhand writing by abbreviating most words.

Upon completion of Alphabetic Shorthand, the student should be able to:

. use abbreviated longhand in taking notes
. listen intently in order to record the most salient points
. read effectively in order to grasp and record essential ideas
. transcribe the notes taken

*Although Typewriting is not a prerequisite, students are encouraged to complete Typewriting I-A or Exploring Business Careers A and B before taking Business Machines.

Notehand — Grades 10, 11, 12
4085 1 semester ½ credit

This course is designed for students who want to learn how to take effective and meaningful notes from listening, reading, and observing. It is a symbol-system shorthand and includes units in organizing, condensing, and selecting the important points from oral and written material.

Upon completion of Notehand, the student should be able to:

- demonstrate the ability to use shorthand symbols in taking notes
- listen intently in order to record the most salient points
- read effectively in order to grasp and record essential ideas
- demonstrate the ability to transcribe the notes taken

Machine Shorthand I-A — Grades 10, 11, 12
4086 1 semester ½ credit

Machine Shorthand I-A presents the theory and principles relating to machine shorthand. The student is taught to type the English language phonetically on a shorthand machine. Additional emphasis is given to transcription from textbook touch notes. Career information related to machine shorthand occupations is presented throughout the course.

Upon completion of Machine Shorthand I-A, the student should be able to:

- identify career paths related to machine shorthand
- read written notes and touch notes fluently
- apply correct English skills in the transcription process
- automatize the writing by touch on the machine
- automatize the reading of abbreviations and derivatives
- demonstrate the ability to take dictation and to transcribe

Machine Shorthand I-B — Grades 10, 11, 12
*Prerequisite: Attainment of the objectives of Machine Shorthand I-A**
4087 1 semester ½ credit

Machine Shorthand I-B is designed to complete the theory and principles learned in Machine Shorthand I-A. The content includes the automatization of keyboarding techniques by touch, as well as reading and typing the abbreviations and derivatives and the special forms and derivatives. Continued transcription competency is emphasized in vocabulary development, spelling, punctuation, and application of correct principles of grammar. Careers related to machine stenographic positions are explored, with emphasis on the skills and abilities necessary for the job market.

Upon completion of Machine Shorthand I-B, the student should be able to:

- identify skills and abilities that enable the student to secure employment
- demonstrate the ability to apply the principles and theory of machine shorthand
- automatize the writing of the abbreviations and derivatives and the special forms and derivatives
- apply correct English skills in the transcription process
- demonstrate the ability to take dictation and to transcribe from touch notes

*Although Typewriting is not a prerequisite, students are encouraged to enroll in a typewriting course before taking Machine Shorthand I-B.

Machine Shorthand II-A — Grades 11, 12
Prerequisite: Attainment of the objectives of Machine Shorthand I-B and Typewriting I-B or Intermediate Typewriting B
4088 1 semester ½ credit

Machine Shorthand II-A extends the skills developed in Machine Shorthand I-B. It emphasizes progressively higher dictation speeds, using automatic touch techniques in addition to typewritten transcription. Students are trained to integrate machine stenographic skills in order to produce transcripts more efficiently. Careers related to machine shorthand are emphasized.

Upon completion of Machine Shorthand II-A, the student should be able to:

- demonstrate the ability to apply the principles and theory of machine shorthand in more difficult dictation
- take dictation at increasingly higher rates of speed
- read touch notes rapidly and fluently
- transcribe machine shorthand at the typewriter
  develop an awareness of machine shorthand requirements in business
- apply machine shorthand theory and techniques, typewriting skills, and correct English usage in the production of transcripts to meet recommended job-entry standards

Machine Shorthand II-B — Grades 11, 12
Prerequisite: Attainment of the objectives of Machine Shorthand II-A
4089 1 semester ½ credit

Machine Shorthand II-B emphasizes the use of material more difficult in form and vocabulary at increasingly higher dictation speeds than Machine Shorthand II-A. Mailable copy using correct English is stressed. Emphasis is placed on mastery of keyboarding techniques. Machine shorthand theory, typewriting skills, and specific vocabulary relating to legal, medical, and technical fields are introduced through intensive mini-units. Students are prepared to enter the machine shorthand field.

Upon completion of Machine Shorthand II-B, the student should be able to:

- take dictation at increasingly higher speeds
- apply machine shorthand theory, typewriting skills, and correct English in the production of mailable transcripts in specific areas of study
- meet machine shorthand standards necessary for employment
- type transcripts that meet performance standards for the job market

Shorthand I — Grades 10, 11, 12
4011 1 year 1 credit

Shorthand I-A — Grades 10, 11, 12
4091 1 semester ½ credit

The complete theory and principles of shorthand will be covered in this course. The content includes learning symbols for letters and sounds; learning brief forms and phrases; learning to read shorthand fluently; and writing shorthand from prepared plates and from dictation. Career information related to stenographic occupations is explored. Transcription from the textbook and written notes, emphasizing correct language usage, is begun according to the prescribed rates in the MCPS Shorthand Course of Study.

Upon completion of Shorthand I-A, the student should be able to:

- identify career paths related to shorthand
- demonstrate knowledge of the principles and theory of shorthand
- read shorthand plates fluently
- apply correct English skills in the transcription process
- automatize the reading of brief forms, brief form derivations, and phrases
- demonstrate the ability to take dictation and transcribe in accordance with the speed and accuracy standards in the MCPS Shorthand Course of Study

Shorthand I-B — Grades 10, 11, 12
*Prerequisite: Attainment of the objectives of Shorthand I-A**
4092 1 semester ½ credit

Shorthand I-B is designed to apply the theory and principles learned from Shorthand I-A. The content includes the automatization of the writing of brief forms, brief form derivatives, and phrases; dictation from practiced and new material; and transcription. Students are introduced to the skills and abilities needed to perform in stenographic careers. Provision for transcription competency is made through increased emphasis on vocabulary development, spelling, punctuation, and application of correct principles of grammar — all concurrently with the teaching of shorthand.

Upon completion of Shorthand I-B, the student should be able to:

- identify skills and abilities that enable the student to secure employment
- demonstrate the ability to apply the principles and theory of shorthand
- automatize the writing of brief forms, brief form derivations, and phrases
- apply correct English skills in the transcription process
- demonstrate the ability to take dictation and transcribe in accordance with the speed and accuracy standards in the MCPS Shorthand Course of Study

Shorthand II — Grades 11, 12
Prerequisite: Attainment of the objectives of Shorthand I-B and Typewriting I-B or Intermediate Typewriting B
4012 1 semester 1 credit

Shorthand II-A — Grades 11, 12
4093 1 semester ½ credit

Shorthand II-A extends the skills developed in Shorthand I-B. It emphasizes progressively higher dictation speeds with typewritten transcription. Students are trained to integrate the various stenographic skills in order to produce transcripts more competently and to succeed in stenographic careers.

Upon completion of Shorthand II-A, the student should be able to:

- demonstrate the ability to apply the principles and theory of shorthand in more difficult dictation
- take dictation at increasingly higher rates of speed
- read shorthand notes rapidly and fluently

*Although Typewriting is not a prerequisite, students are encouraged to enroll in a typewriting course before taking Shorthand I-B.

- transcribe shorthand at the typewriter
- develop an awareness of shorthand requirements in business
- apply shorthand theory, typewriting skills, and correct English usage in the production of transcripts that meet the performance standards in the MCPS Shorthand Course of Study

Shorthand II-B — Grades 11, 12
Prerequisite: Attainment of the objectives of Shorthand II-A
4094 1 semester ½ credit

Shorthand II-B emphasizes the use of material more difficult in form and vocabulary at increasingly higher dictation speeds than Shorthand II-A. Mailable copy is stressed, using correct English. Shorthand theory, typewriting skills, and specific vocabulary relating to legal, medical, and technical fields are introduced through intensive mini-units. Students are prepared to enter the stenographic field or continue in business education.

Upon completion of Shorthand II-B, the student should be able to:

- take dictation at increasingly higher speeds
- apply shorthand theory, typewriting skills, and correct English to production of mailable transcripts in specific areas of study
- meet the shorthand standards necessary for employment
- type transcripts that meet the performance standards in the MCPS Shorthand Course of Study

Transcription A — Grades 11, 12
Prerequisite: Attainment of the objectives of Shorthand I-B and Typewriting I-B or Intermediate Typewriting B
4095 1 semester ½ credit

Transcription combines the principles of shorthand, typewriting skills, and correct English usage to produce final transcripts. Emphasis is placed on the preparation of mailable copy. This course may be taken concurrently with or following Shorthand II-A or Shorthand II-B. Career opportunities available and continuing education are explored.

Upon completion of Transcription A, the student should be able to:

- apply shorthand theory and typewriting skills effectively
- demonstrate the ability to transcribe at increasingly higher rates of speed
- discuss career opportunities and continuing education
- demonstrate the ability to use the skills of shorthand, typewriting, and correct English in the production of mailable transcripts

Transcription B — Grades 11, 12
Prerequisite: Attainment of the objectives of Shorthand I-B and Typewriting I-B or Intermediate Typewriting B
4096 1 semester ½ credit

Transcription B combines shorthand, typewriting, and correct English usage to produce mailable transcripts. Individualized units based upon the student's career selection are expanded to include shorthand outlines, vocabulary development, spelling, and punctuation.

Upon completion of Transcription B, the student should be able to:

- apply shorthand theory, typewriting skills, and language skills to produce mailable transcripts
- demonstrate the ability to transcribe at increasingly higher speeds
- demonstrate the ability to use the skills of shorthand, typewriting, and correct English in the production of mailable transcripts from selected career material
- meet transcription standards necessary for employment

Recordkeeping — Grades 10, 11, 12
4100 1 year 1 credit

Recordkeeping A — Grades 10, 11, 12
4101 1 semester ½ credit

Recordkeeping A is designed to develop skills in handling personal records and simple business records. The main emphasis is placed on the personal aspect of recordkeeping. The content includes the necessity for records and the procedures for maintaining them. Personal records may include items such as handling and recording cash; banking; managing finances; purchases; and ownership. Business records such as those involving cash and sales are introduced.

Upon completion of Recordkeeping A, the student should be able to:

- recognize the need for keeping records
- demonstrate the ability to keep personal records such as banking, cash, household, and tax records
- demonstrate the ability to record simple business transactions on appropriate recordkeeping forms

Recordkeeping B — Grades 10, 11, 12
4102 1 semester ½ credit

Recordkeeping B introduces elementary bookkeeping and accounting. The content includes basic debit and credit theory; journalizing; posting; recording sales, purchases, cash items, and payrolls; and preparing records at the end of a fiscal period. Emphasis is placed on business records rather than personal records. Careers in the clerical area are explored.

Upon completion of Recordkeeping B*, the student should be able to:

- identify career opportunities associated with basic clerical positions
- demonstrate the ability to record cash items, sales, purchases, and payroll transactions on appropriate recordkeeping forms
- demonstrate knowledge of double-entry bookkeeping and the bookkeeping cycle

Accounting Fundamentals — Grades 11, 12
4110 1 semester ½ credit

This course is designed for students interested in a short intensive course in accounting. Students learn the basic accounting principles and their application to procedures followed in classifying, recording, and summarizing data. Emphasis is on analyzing and interpreting the data management purposes.

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*Although Recordkeeping A is not a prerequisite, students are encouraged to complete Recordkeeping A before taking Recordkeeping B.

Upon completion of Accounting Fundamentals, the student should be able to:

- explore careers in accounting
- apply basic accounting theory in recording business transactions
- demonstrate the ability to work through the accounting cycle for a business
- identify business forms, records, and financial statements and know their implications in the accounting process
- demonstrate the ability to interpret financial data for management purposes

Accounting I — Grades 10, 11, 12
4021 1 year 1 credit

Accounting I-A — Grades 10, 11, 12
4111 1 semester ½ credit

Accounting I-A emphasizes the systematic recording and interpretation of business transactions. Students develop the ability to analyze and record business transactions on the basis of accepted principles of accounting. The content includes the theory of basic accounting; the use of journals and ledgers; and the preparation of financial statements.

Upon completion of Accounting I-A, the student should be able to:

- identify careers in accounting and develop concepts and skills which facilitate career choice and expand career options
- demonstrate the ability to analyze and classify business transactions
- demonstrate the knowledge of double-entry accounting and the accounting cycle
- identify records, forms, and financial statements used in business
- apply correct accounting practices to simple accounting problems
- analyze and interpret elementary business situations and problems

Accounting I-B — Grades 10, 11, 12
Prerequisite: Attainment of the objectives of Accounting I-A
4112 1 semester ½ credit

Accounting I-B continues to emphasize the systematic recording and interpretation of business transactions. Students develop the ability to analyze and record business transactions in the appropriate special journal on the basis of well-organized principles of accounting. The content includes an introduction to automated accounting; payroll accounting; the use of special journals; a cash register system; special transactions related to sales, accounts receivable, depreciation, notes and interest; accrued revenue and expenses; and an introduction to partnership and corporation accounting.

Upon completion of Accounting I-B, the student should be able to:

- identify careers in accounting and develop concepts and skills which facilitate career choice and expand career options
- demonstrate the ability to analyze and classify business transactions
- demonstrate the ability to use double-entry accounting throughout the accounting cycle
- identify and use business records, forms, and financial statements
- apply correct accounting practices to special accounting problems
- analyze, interpret, and formulate decisions concerning business situations

Accounting II — Grades 11, 12
Prerequisite: Attainment of the objectives of Accounting I-B
4022 1 year 1 credit

Accounting II-A — Grades 11, 12
4113 1 semester ½ credit

In Accounting II-A, students are given a basic accounting review followed by the introduction and application of the principles of partnership accounting. Emphasis is placed on adapting accounting methods to the needs of a given business. The content also includes principles of accounting control systems.

Upon completion of Accounting II-A, the student should be able to:

- identify careers in accounting and develop concepts and skills which facilitate career choice and expand career options
- demonstrate proficiency in analyzing and recording business transactions
- demonstrate accounting practices pertaining to single proprietorships and partnerships
- maintain a set of books for a prescribed kind of business

Accounting II-B — Grades 11, 12
Prerequisite: Attainment of the objectives of Accounting II-A
4114 1 semester ½ credit

Accounting II-B emphasizes the interpretation and managerial use of records. Students develop an understanding of the accounting practices pertaining to partnerships and corporations. Emphasis is placed on adapting accounting methods to the needs of a given business and to the analysis of financial reports of operations. The content also enables the student to understand better the relationship between automated and manual processing of accounting data.

Upon completion of Accounting II-B, the student should be able to:

- identify careers in accounting and develop concepts and skills which facilitate career choice and expand career options
- demonstrate accounting practices pertaining to single proprietorships, partnerships, and corporations
- demonstrate a high degree of proficiency in analyzing and recording business transactions
- maintain a set of books suitable for a prescribed kind of business
- demonstrate the ability to analyze more complex business problems and financial reports of business operations

Introduction to Data Processing — Grades 10, 11, 12
4120 1 semester ½ credit

This course gives the student an overview of the scope and significance of data processing; an introduction to the terminology and procedures as they apply to records handling; and a knowledge of various machines and devices used in processing information. It is exploratory in nature and should be of particular help to tenth grade students in determining whether to specialize in data processing in Grade 11 and or Grade 12. Students work with source documents; do flowcharting; read and design punched cards; and prepare program coding sheets, using a simplified programming language. Career opportunities are explored.

Upon completion of Introduction to Data Processing, the student should be able to:

- identify career opportunities in data processing
- trace the historical development of the computer and explain its role and influence on daily lives
- describe the basic functions of any computer system—input, control, arithmetic logic, and output
- identify unit-record components and describe their use
- use the vocabulary of data processing
- translate a problem statement into a graphic flowchart
- recognize and apply numbering and coding systems used in computer operations
- demonstrate a basic knowledge of a programming language

Data Processing I — Grade 11
4026 1 year 1 credit

Data Processing I-A — Grades 10, 11, 12
4121 1 semester ½ credit

This course gives the student an overview of the historical development of data processing; an introductory explanation of data processing procedures as they apply to records handling; and a knowledge of a computer system, its internal means of storing data, and its numbering system. Students work with source documents; do flowcharting; read and punch cards; use numbering and computer coding systems; and operate unit-record devices. Data processing is an area program offered at Montgomery Blair and Albert Einstein High Schools.

Upon completion of Data Processing I-A, the student should be able to:

- identify career opportunities in data processing
- trace the historical development of the computer and explain its role and influence on daily lives
- describe the basic functions of any computer system—input, control, arithmetic logic, and output
- use the vocabulary of data processing
- translate a problem statement into a graphic flowchart
- recognize and apply numbering and coding systems used in computer operations
- use a card-punch machine to record and a sorter to classify data

Data Processing I-B — Grades 10, 11, 12
Prerequisite: Attainment of the objectives of Data Processing I-A
4122 1 semester ½ credit

This course is designed to give the student "hands-on" training in the operation of a computer and its supporting equipment — the card read/punch, the line printer, and the magnetic disk drive. The internal operation of the central processing unit will be emphasized. Students interact with the computer by means of a console typewriter and panel controls in a batch processing environment. Data processing is an area program offered at Montgomery Blair and Albert Einstein High Schools.

Upon completion of Data Processing I-B, the student should be able to:

- determine the career patterns in the field of data processing and become aware of skill requirements necessary to secure entry-level jobs
- explain the function of keys and indicators on the input and output devices and the central processing control panel
- describe storage concepts and the flow of data into and from the central processor
- use the console keyboard as an interacting device with the central processor
- operate the computer in a batch processing environment

Data Processing I-C — Grades 11, 12
4123 1 semester (2 periods) 1 credit

Data Processing I-A and I-B may be offered simultaneously during one semester. Since Data Processing I-C is offered as a one-semester two-hour program, the course description and objectives are the same as those indicated in Data Processing I-A and I-B.

Data Processing II — Grade 12
Prerequisite: Attainment of the objectives of Data Processing I-B or I-C
4027 1 year 1 credit

Data Processing II-A — Grades 11, 12
4124 1 semester ½ credit

This course is designed to provide an introduction to the vocabulary used by the programmer, the tasks which are performed, and the tools used in the performance of these tasks. The content includes planning, organizing, coding, punching, testing, correcting, and documenting business applications. Students work with a variety of problem statements, using the RPG language to create decision tables, flowcharts, coding sheets, and source decks. Data processing is an area program offered at Montgomery Blair and Albert Einstein High Schools.

Upon completion of Data Processing II-A, the student should be able to:

- demonstrate a knowledge of salaries, work environment, and job market outlook in the field of data processing
- describe the sequence and function of each part of the programming cycle
- analyze a problem statement and develop a flowchart which illustrates the solution process
- write and document a program involving a variety of elements — headings, group headings, group totals, and totals
- write and document a program to store a table, update a field, and retrieve the table from memory

Data Processing II-B — Grades 11, 12
Prerequisite: Attainment of the objectives of Data Processing II-A
4125 1 semester ½ credit

This course is designed to provide additional data processing vocabulary; exposure to increasingly complex tasks; and experience in the development of decision tables, flowcharts, and coded programs. Students write programs; develop flowcharts; and document problems involving arithmetic operations, conditional and unconditional loops, subscripts, control fields, subprograms, and table files, using the COBOL language. Data Processing is an area program offered at Montgomery Blair and Albert Einstein High Schools.

Upon completion of Data Processing II-B, the student should be able to:

- apply acceptable practices and procedures in finding employment
- analyze a problem statement and prepare flowchart outlines that visually identify compound conditions
- write and document a program that includes minor, intermediate, and major control fields
- write and document a program that contains a subscript
- write and document a subprogram and store it in memory

Data Processing II-C — Grades 11, 12
Prerequisite: Attainment of the objectives of Data Processing I-B or I-C
4126 1 semester (2 periods) 1 credit

Data Processing II-A and II-B may be offered simultaneously during one semester. Since Data Processing II-C is offered as a one-semester two-hour program, the course description and objectives are the same as those indicated in Data Processing II-A and II-B.

Data Processing III-A — Grade 12
Prerequisite: Attainment of the objectives of Data Processing II-B or II-C
4127 1 semester (2 periods) 1 credit

This course is designed to provide the student with additional experience in the development of files within a disk- and tape-oriented environment. The concept of disk and tape sorting, file updating, and random processing are included. The use of utility programs, subprograms, and the process of overlaying is emphasized. The assembly languages for the 1130 and 360 computers are introduced. Students interact with the computer through the typewriter console, using 360 Job Control Language; develop files to be used in disk- and tape-oriented environments; and write simple 1130 and 360 assembly language programs. Data Processing III-A is an area program offered at Albert Einstein High School.

Upon completion of Data Processing III-A, the student should be able to:

- select an appropriate career pattern in data processing that meets individual interests, skills, and needs
- use job control statements in batch processing and single-program initialization modes of operation
- describe the limitations, location, and priority of partitions in a multiprogramming environment
- write and document a program to create multi-level table files and extract elements from the files
- write and document a program to produce a payroll register
- write and document an 1130 assembly program that includes subroutines
- write and document a 360 assembly program involving headings, decisions, and totals

Data Processing III-B — Grade 12
Prerequisite: Attainment of the objectives of Data Processing III-A
4128 1 semester (2 periods) 1 credit

This course is designed to provide experience in the development of subprograms used for the control of input and output devices. The concepts of task management, job management, and data management are emphasized. The content includes file management, operating system organization and management, paging, multiprogramming, virtual storage, and program preparation and updating. The Fortran language is introduced. Students prepare assembly language subprograms used for the control of input and output devices; write simple Fortran language programs; and complete an extensive case study involving form design, system and problem flowcharts, coding, testing, correcting, and documentation. Data Processing III-B is an area program offered at Albert Einstein High School.

Upon completion of Data Processing III-B, the student should be able to:

- develop and refine a previously selected program for career preparation and advancement in the field of data processing
- write an assembly subprogram used for the control of input and output devices
- write and document a Fortran program involving headings, decisions, and totals
- describe the contents of system libraries and private libraries

- describe the function of the supervisor, system software, and the programmer in multiprogramming and virtual storage environments
- complete a case study

Business Law — Grades 11, 12

4130 1 year 1 credit

Business Law A — Grades 10, 11, 12

4131 1 semester ½ credit

The content of Business Law A will include how laws have come into existence; present laws in our social and economic system; methods of law enforcement; contractual arrangements; contracts dealing with bailments; buying and selling goods; services; and credit. Business ethics, moral obligations, and personal responsibility, although not enforceable at law, are considered throughout the course. The student may choose to have this course counted toward the social studies requirements for graduation.

Upon completion of Business Law A, the student should be able to:

- describe the historical development, classification, and main sources of law
- describe the rights accquired and the obligations assumed by parties in various contractual arrangements
- describe legal avenues and remedies available to the parties for breach of a contract
- point out the differences between torts and crimes and the legal consequences of selected torts and crimes
- recognize situations which would lead to contractual agreements, and determine the validity of a contract through the application of contractual elements

Business Law B — Grades 10, 11, 12

4132 1 semester ½ credit

Business Law B is designed to have students study various kinds of commercial paper such as checks and promissory notes used in business. Students will also be exposed to the more common ways of acquiring, holding, and disposing of property; risks involved in ownership; employer and employee relations; and the effect of laws dealing with various business organizations. Business ethnics, moral obligations, and personal responsibility, although not enforceable at law, are considered throughout the course. The student may choose to have this course counted toward the social studies requirements for graduation.

Upon completion of Business Law B, the student should be able to:

- demonstrate an understanding and knowledge of the legal differences between negotiable instruments and other contracts
- describe the rights and responsibilities of employees to each other and third parties
- describe the legal procedures involved in buying and selling real property
- explain the legal rights and obligations of stockholders, directors, and officers of a corporation
- illustrate the various methods of acquiring ownership of real and personal property and the legal limitations and risks on such ownership

Business Management — Grades 11, 12
4135 1 semester ½ credit

This course is designed for students interested in the economic services, functions, organization, and operations of businesses. The course includes a broad view of business objectives. It specifically emphasizes phases of organizing, financing, establishing, operating, and managing a business and dealing with related influences and problems.

Upon completion of Business Management, the student should be able to:

- explore careers in Business Management
- differentiate among the types of business organizations
- relate the advantages and disadvantages of the different types of business organization
- identify requirements for establishing a business
- describe proper procedures followed in purchasing, marketing, and producing goods
- recognize the need for financial policies such as credit, collections, adequate records, budgeting, and insurance
- identify problems that may arise concerning personnel and related aspects of a business operation
- discuss government regulations that affect business operations

Fundamentals of Selling — Grades 11, 12
4141 1 semester ½ credit

Fundamentals of Selling is designed to acquaint students with retail, wholesale, specialty, and service selling and to provide vocational training for those who plan to enter the selling field. Emphasis is placed on the importance of good human relations; sales fundamentals such as knowledge of the product, motives in buying, and steps taken in making the successful sale; and advertising media. In schools having a Distributive Education program, students wishing to take Fundamentals of Selling and Merchandising should enroll in the D.E. program which provides cooperative work experience training.

Upon completion of Fundamentals of Selling, the student should be able to:

- discuss the variety of career opportunities in the sales field
- recognize fundamental steps in making a sale
- demonstrate correct selling techniques
- explore the broad spectrum of merchandising operations
- discuss various sales promotional techniques

General Merchandising — Grades 10, 11, 12
4145 1 semester ½ credit

This course is designed for students interested in the field of merchandising. Students learn about the marketing process; sales promotion; financing and organizing stores; buying for resale; recordkeeping; and marketing regulations. In schools having a Distributive Education program, students wishing to take Fundamentals of Selling and Merchandising should enroll in the D.E. program which provides cooperative work experience training.

Upon completion of General Merchandising, the student should be able to:

- describe the various channels of marketing and distribution
- distinguish between good and bad marketing practices
- identify the elements involved in establishing, financing, and operating a store

- relate the factors involved in buying merchandise for sale such as sources of supply, preparing goods for sale, and pricing the merchandise
- describe the importance of the recordkeeping function in merchandising
- identify the various government regulations affecting marketing

Business Economics — Grades 11, 12
4151 1 semester ½ credit

Business Economics helps to develop an understanding of the American free enterprise economy and of comparative economic systems. The students learn about the economic forces and influences that affect business operations. Emphasis is placed on analysis and interpretation of economic principles to the solution of business problems. The content includes values and prices; business cycles; taxes and tariffs; labor relations; problems of production; and the functions of governmental regulatory agencies. The student may choose to have this course counted toward the social studies requirements for graduation.

Upon completion of Business Economics, the student should be able to:

- describe the American free enterprise system
- compare the American economic system with other economic systems
- describe the role of government in our economic system
- recognize the relationship of values and prices
- describe business cycles, taxes, production, and labor relations
- demonstrate an ability to apply economic principles to business situations

Consumer Economics — Grades 10, 11, 12
4154 1 year 1 credit

Consumer Economics A — Grades 10, 11, 12
4155 1 semester ½ credit

In Consumer Economics A, students learn about the economic forces and influences that affect their daily lives. Emphasis is placed on analysis and interpretation of economic principles to the solution of individual consumer problems. The content includes economics and the consumer; business enterprise and financial institutions in the American economy; the market system and national income and controls. The student may choose to have this course counted toward the social studies requirements for graduation.

Upon completion of Consumer Economics A, the student should be able to:

- describe how our economic system operates
- recognize the economic relationship of decision making between business enterprise and the individual
- describe the role of money in our economy
- describe the distribution of national income
- identify and explain the ways in which the U. S. government obtains, controls, and spends money
- recognize the relationship of the interaction of demand and supply as it affects price
- demonstrate a knowledge of our national economic goals
- recognize the problems of economic growth, economic stability, and international trade

Consumer Economics B — Grades 10, 11, 12
4156 1 semester ½ credit

In Consumer Economics B, students learn to relate personal decision making to the total economy. Emphasis is placed on the application of economic principles to the solution of individual consumer problems. The content includes the market and the economy, credit, insurance protection, money management, and housing. The student may choose to have this course counted toward the social studies requirements for graduation.

Upon completion of Consumer Economics B*, the student should be able to:

- describe the economic principles that are essential for participation as a citizen and voter in resolving economic issues of international, national, and local importance
- demonstrate a knowledge of wise management in handling one's economic affairs
- recognize the application of business principles and procedures to individual problems associated with disposable income
- recognize how insurance protects against economic loss
- describe the financial and legal problems in making choices relating to housing

Basic Business Skills — Grades 10, 11, 12
4160 1 year 1 credit

Basic Business Skills A — Grades 10, 11, 12
4161 1 semester ½ credit

This course is designed to remediate basic skills in the areas of functional English and fundamental mathematics as related to the Business Education program. Emphasis is placed on correct usage of language and arithmetic skills in both personal and business applications. In addition, elementary business practices and procedures are presented through the use of worksheets and activity packets. Much individual remedial instruction will be integrated in the course.

Upon completion of Basic Business Skills A, the student should be able to:

- recognize personal strengths and weaknesses in functional English skills
- demonstrate improvement in functional English skills
- recognize personal strengths and weaknesses in fundamental mathematical skills
- demonstrate improvement in fundamental mathematical skills
- demonstrate a knowledge of clerical applications to elementary business practices and procedures

Basic Business Skills B — Grades 10, 11, 12
4162 1 semester ½ credit

Basic Business Skills B develops student skills in the areas of functional English and fundamental mathematics, with emphasis on business applications. In addition, activities involving business practices and procedures are presented through the use of business forms and practice sets. Much individual remedial instruction will be integrated in the course.

Upon completion of Basic Business Skills B, the student should be able to:

- demonstrate improvement in functional English skills
- apply functional English skills to business situations

*Although Consumer Economics A is not a prerequisite, students are encouraged to complete Consumer Economics A before taking Consumer Economics B.

- demonstrate improvement in fundamental mathematical skills
- apply fundamental mathematical skills to business situations
- demonstrate a knowledge of clerical applications to business practices and procedures

Business Mathematics — Grades 10, 11, 12
4170 1 year 1 credit

Business Mathematics A — Grades 10, 11, 12
4171 1 semester ½ credit

The purpose of this course is to develop accuracy, speed, and neatness in the fundamental operations of mathematics, and to expand computational vocabulary. The content includes the mathematics of personal money records, banking transactions, buying for personal and household needs, and personal financing. The student may choose to have this course counted toward the mathematics requirements for graduation. The course is intended for those who are pursuing a business education program.

Upon completion of Business Mathematics A, the student should be able to:

- demonstrate the ability to perform fundamental mathematical computations with speed and accuracy
- identify and understand business mathematics vocabulary
- apply logical reasoning to problem solving
- apply mathematical computations to business problems and practices

Business Mathematics B — Grades 10, 11, 12
4172 1 semester ½ credit

Business Mathematics B deals with the most common problems requiring computations in business. Students expand computational vocabulary. The content includes the mathematics of savings and investments; home ownership; travel and transportation; taxes; operation of a small business; and metric and U. S. measurements. The student may choose to have this course counted toward the mathematics requirements for graduation. The course is intended for those who are pursuing a business education program.

Upon completion of Business Mathematics B, the student should be able to:

- demonstrate the ability to apply fundamental mathematical computations with speed and accuracy
- identify and understand business mathematics vocabulary
- apply logical reasoning to problem solving
- apply mathematical computations to business practices and problems
- recognize the importance of mathematics in business operations

General Business — Grades 10, 11, 12
4180 1 year 1 credit

General Business A — Grades 10, 11, 12
4181 1 semester ½ credit

General Business A is a basic course offered for the purpose of developing fundamental business understanding. It helps students to understand the structure and operation of business and to become more responsible consumers. The content includes the nature of business, money and banking, consumer credit, and career exploration.

Upon completion of General Business A, the student should be able to:

- explore careers related to business
- describe many facets of our business system and how they operate
- recognize business practices and policies that affect students as consumers and as citizens
- discuss business matters with understanding, using the vocabulary of business

General Business B — Grades 10, 11, 12
4182 1 semester ½ credit

General Business B is a basic course offered for the purpose of developing fundamental business understanding. Students develop an understanding of some of the characteristics of our economic system and an appreciation of how our economy is changing. The content includes thrift and investments, communication, transportation and shipping services, insurance, the role of government in business, and career opportunities.

Upon completion of General Business B, the student should be able to:

- identify career opportunities related to business
- discuss business matters with understanding, using the vocabulary of business
- discuss the rights and responsibilities of the worker, the investor, the manager, and the government in the nation's business

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Exploring Business Careers, Bulletin No. 265, 1974.

Shorthand, July 1959, revised 1975.

Typewriting, Bulletin No. 153, 1960, revised 1962, revised 1975.

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